DOCUMENT RESUME

ED 243 804 SO 015 668

AUTHOR Campanella, Alfred J., Ed.
TITLE Classroom Teacher's "Idea" Notebook. Social Education, 1982-83, Supplements No. 31-33.
INSTITUTION National Council for the Social Studies, Washington, D.C.
PUB DATE 83
NOTE 29p.; Compiled by the ERIC Clearinghouse for Social Studies/Social Science Education.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Collected Works - Serials (022)
JOURNAL CIT Social Education; v46 n1 Jan 1982 v47 n2,4 Feb, Apr 1983

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Colonial History (United States); Conflict Resolution; Cross Cultural Studies; Current Events; Disabilities; Economics Education; Educational Games; Elementary Secondary Education; Folk Culture; Foreign Countries; Geography Instruction; Instructional Materials; *Learning Activities; Map Skills; Moral Issues; Political Attitudes; Popular Culture; Problem Solving; Simulation; *Social Studies; United States History; Values Clarification
IDENTIFIERS USSR

ABSTRACT

A compilation of 13 social studies activities suitable for immediate application in the classroom includes teaching ideas for both elementary and secondary teachers. Activities comprise a simulated mapping expedition to Jamestown colony; a folktale illustration of moral dilemmas; taped interviews with Soviet citizens; simulated employment "interviews" with famous historical figures; a political opinion poll; economic problem-solving; strategies for primary grade current event activities; the use of lists in social studies; the use of key words in social studies; a popular culture, current events, or history scavenger hunt; outline puzzles; a geography-history game for foreign country study; and an activity to heighten student sensitivity to disabled populations. Each activity contains rationale, description, procedure, and a list of necessary materials. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Classroom Teacher's "Idea" Notebook

Alfred J. Campanella, Editor

ED243804

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

National Council for the Social Studies

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

About the Classroom Teacher's "Idea" Notebook

This Supplement, which appears periodically in *Social Education*, has been designed to meet some of your needs in the classroom. The material presented is as practical, concrete, and specific as possible; and the focus is on the student. The purposes of this Supplement include the following:

1. To report what individual teachers are doing in their instructional practices;
2. To present methods, techniques, and strategies employed by teachers;
3. To publish facsimile copies of classroom materials developed by teachers for specific lessons;
4. To provide a vehicle for teachers to publish original instructional materials they have prepared and to explain or describe successful practical techniques they have employed in their instruction;
5. To establish a service for teachers from which they may solicit information and suggestions involving practical problems in instruction that confront them;
6. To provide a place in *Social Education* where actual practices in instruction may be read, evaluated, and adapted by teachers;
7. To give professional recognition to teachers with innovative and creative ideas, and to disseminate these ideas to a wider audience;
8. To suggest potential areas for research on methodology and materials.

Many very informative and interesting examples of classroom activities and suggested lessons have been sent to the editor. They begin to reflect the vast number of options that are available to social studies teachers. Won't you send in your ideas to:

Alfred J. Campanella, Editor
"Classroom Teacher's 'Idea' Notebook"
Shore Regional High School District
Monmouth Park Highway
West Long Branch, New Jersey 07764

SO 015 668

Taken from Social Education, 1982-1983
Supplements No. 31-33

* These supplements, which appear periodically in Social Education, have been compiled as a special convenience to teachers.

INNOVATIVE IDEAS

87 Jamestown: A Site Selection Exercise - James Victory, page 14

88 The Blindfold Innkeeper - Monsieur Dannie, page 16

89 Soviet Voices - Wayne M. Carroll, page 18

90 Would You Hire This Person? - Penny Todd Claudis, page 21

91 Teaching About the Political Spectrum - Kenneth Hilton, page 23

92 Mr. Fifther Decides! - Mary E. Haas, page 25

93 Current Events Should Be Taught in Primary Classrooms - David Earle, page 27

94 Lists for Listless Students - Thomas N. Turner, page 27

95 People Scavengers - Thomas N. Turner, page 147

96 Here's a Key - Curt Rutledge, page 150

97 The Disabled Society - Robert DiSibio, Fred R. Savitz, and Lynn Galati, page 151

98 Scrambled Outlines - Bill Gruen, page 277

99 Following Footsteps - Abigail S. Chill, page 279

Level: Senior High School

Focus on site selection to assist students to think logically about the Colonial period.

JAMESTOWN: A SITE SELECTION EXERCISE

James Victory, *Bishop Verot High School, Fort Myers, Florida.*

Square-jawed Natty Bumpoes and doe-eyed maidens menaced by Native Americans are stock characters in many TV or Hollywood epics about the Colonial period. Consequently, social studies teachers have to spend a considerable amount of class time on the Colonial period in dispelling myths and untangling the tinsel and clichés that surround this critical period of American history.

The crux of the problem, however, rests on the question of just how effectively teachers can communicate the heroic scope of the struggle that our colonial forebears undertook, without letting their students lose sight of the colonists' human limitations and frailties.

The exercise that follows can help teachers to achieve that objective.

Instructions to Students

Break down into your assigned groups and, after you have watched the following presentation,[1] complete the exercise that appears below.

Background

Jamestown—First permanent English Colony in the New World. Founded in 1607.

Sponsor—The Virginia Company of London.

Composition of the Expedition—A venture of a joint stock company, composed primarily of London merchants. The following facts about the expedition are important:

- *Three ships*—The *Susan Constant* (100 Tons, 111 ft.). Captain Christopher Newport, Commanding, Admiral of the expedition. The *Godspeed* (40 Tons, 69 ft.), Captain Bartholomew Gosnold, Commanding. Vice Admiral of the expedition. The *Discovery* (20 Tons, 50 ft.). Captain John Ratcliff, Commanding.
- *Personnel*—120 men and boys, none with any real experience in the New World. (104 would be left behind when Captain Newport returned to England for more supplies and settlers.)
- *Key Dates*—Departed London: December 20, 1606. Arrived Chesapeake Bay: April 26, 1607. Site for settlement selected and first colonists landed by May 14, 1607. First attack by Native Americans, May 26, 1607.
- *Method of Government*—Governing Council composed of "senior members" of the expedition.
- *General Instructions from the London Company*
  (a) select a site for the colony that would be safe from attack by Indians, Spanish, or French, at a location where a 50-ton vessel could load or unload directly;
  (b) search for gold or other precious metals;
  (c) search for any survivors of the ill-fated Roanoke expedition;
  (d) search for the Northwest Passage;
  (e) secure information on the region and map the surrounding territory for future development.

The Situation

A mapping expedition has just returned, and you and the other members of the expedition's Governing Council have been called together to decide where the fort and colony should be set up. While you are discussing the location that you will select, consider the following:

(A) terrain features noted in the accompanying map;

(B) instructions from the Company's Council;

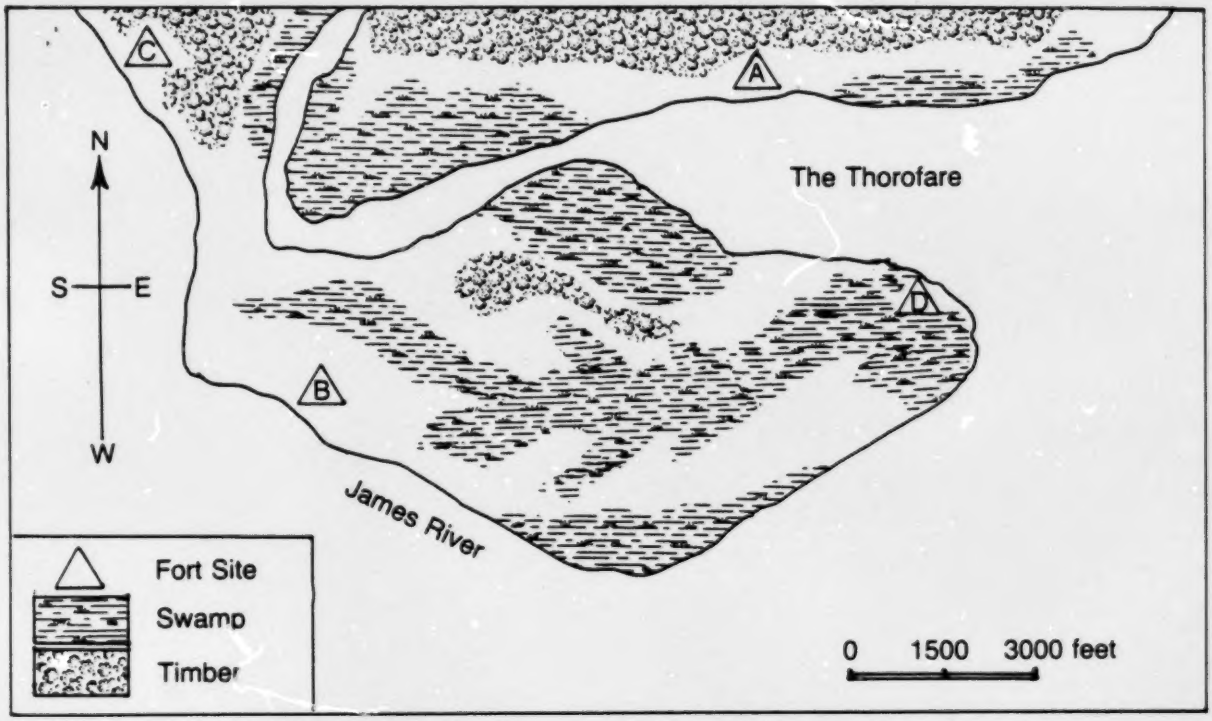
[1]The teacher's options at this juncture are varied, of course. Several well developed, professionally produced commercial films and filmstrips about the founding of Jamestown are on the market. However, for many teachers who face severely limited budgets, the most effective course is to develop one's own slide presentation on the historical background for Jamestown, using equipment that will make slides from books or periodicals. The articles listed below were chosen as references for three reasons: first, they provided vivid visual images of the region surrounding the colony at Jamestown; second, they are readily accessible to most teachers; and third, they provide a wealth of data that are both intriguing and dramatic.

Bradford Smith, B. A. Steward, and T. J. Abercrombie provide a well researched, but brief, summary of the story behind the colony at Jamestown in "Captain Smith of Jamestown," *The National Geographic Magazine*, Vol. CXI, No. 5 (May, 1957), pp. 581–620.

Ivor Noel Hume's "Digging Up Jamestown," *American Heritage*, Vol. XIV, No. 3 (April, 1963), pp. 66–77, and "First Look at a Lost Virginia Settlement," *National Geographic*, Vol. 155, No. 6 (June, 1979), pp. 735–767.

A. L. Rowse's "The Delicious Land," *American Heritage*, Vol. XI, No. 1 (December, 1959), pp. 46–59, provides a rich and vivid photographic essay that will give the map legend some real meaning and some valuable primary source material.

BEST COPY AVAILABLE



Based on a map provided by Ivor Noel Hume in "Digging Up Jamestown," *American Heritage*, Vol. XIV, No. 3 (April, 1963), p. 70.

(C) fear of, and danger of, attack by Native Americans or competing European colonial powers;
(D) Basic needs of water, shelter, lumber (for housing and warmth), food, sanitation etc.

Once you have selected the site for the fort and the colony, fill out the following report for the Company Headquarters in London.

The following sites were considered: Site A, Site B, Site C, Site D—(See attached map.)

The site selected was site _____

Reasons this site was selected
(1) _____
(2) _____
(3) _____

Reasons site _____ was rejected.
(1) _____
(2) _____
(3) _____

Reasons site _____ was rejected.
(1) _____
(2) _____
(3) _____

Reasons site _____ was rejected.
(1) _____
(2) _____
(3) _____

Once each of the "Governing Councils" has filled out its report, the teacher has at least two options that he or she can pursue:

- First, the teacher can poll the class to determine which was the most popular site.
- Second, the teacher may elect to stimulate further discussion by reviewing the reasons each group chose the site it did.

Whichever course the teacher chooses to pursue, the key point is that the students recognize that selecting a site that the majority of the colony's leaders could agree on was not an easy task; and that the choice of the site was critical to the colony's success. (Almost invariably the class will select a site different from the one chosen by the colonists themselves.)[2]

Two things can help the teacher make this point clear:

- First, the teacher can show the class the actual site that the colonists chose and discuss the losses they suffered.
- Second, using the slides or filmstrip selected to introduce the story of Jamestown, the teacher can discuss the problems the colonists faced because of the location they chose.[3]

The primary value of such an exercise rests in the fact that it gives students a chance to come to terms with complex concepts and perceptions within a context that they can deal with and even enjoy. This will help them to gain a better understanding of the Colonial period and the world in which they live.[4] □

[2]Site B.
[3]Hume, "Digging Up Jamestown," p. 69.
[4]James Victory, "Decision-Making Exercises: Guidelines for the Classroom Teacher," *The Social Studies*, Vol. 70, No. 1, (January/February, 1979), pp. 22–25.

BEST COPY AVAILABLE

88

Level: Elementary School

Use a French folktale as a basis for a discussion of a moral issue.

THE BLINDFOLDED INNKEEPER

Monsieur Dannie, *Social Education*

French folklore, like the folklore of other nations, often is concerned with moral issues. One of its persistent themes focuses on the question: "What can people do when they are cheated, and is such behavior justified?" The following folktale will give children the opportunity to discuss the behavior of both the innkeeper and the three brothers, to argue for or against the brothers' trick, and to learn that there are often several ways of looking at human conduct.

THE BLINDFOLDED INNKEEPER*

Many years ago, in a small village in central France, there lived three sons. Their names were Petit Chat, Petit Chien, and Petite Souris. The first son was called Petit Chat because he was always followed by a little white cat. The second son was called Petit Chien because he was always followed by a little black dog. And the third son, the youngest of the three, was called Petite Souris because he was always followed by a little grey mouse.

The three boys were the sons of a farmer and helped their father in the fields at harvest-time. As they worked, they always sang this happy song:

> Petit Chat, Petit Chien, Petite Souris
> Work hand-in-hand so merrily,
> To do each task until 'tis right
> And build a mighty appetite!

One day, after working in the fields all afternoon, Petit Chat turned to his brothers and said:

"Zut—but I'm hungry!"

"I'm hungry, too," said Petit Chien.

"And I'm very hungry," added Petite Souris.

"I wish," continued Petit Chat, "that I could have fish soup for supper tonight."

"I wish that I could have beefsteak for supper," said Petit Chien.

"And I 'specially wish that I could have a spotted mushroom omelette for supper," added Petite Souris.

"Well, then," said Petit Chat, "let's ask mother if we may eat at the inn tonight. We can use the money that we have saved from our work, and we can order all the foods we like."

So that evening the three boys asked if they could eat supper at Madame Sopa's inn. Mother did not think that it was a very good idea at all.

"Madame Sopa, the innkeeper, is a wicked woman," she told them. "If you eat at her inn, she will charge you much more for the supper than the food really costs. Then you will not have enough money to pay the bill, and she will make you work for her until you have paid it all back."

"But we will be careful, mother," promised Petit Chat. "We will ask for the bill before we eat. And we are very hungry tonight for fish soup. . . ."

"And beefsteak!"

"And a spotted mushroom omelette!"

So mother finally agreed to let the three boys eat supper at Madame Sopa's inn.

That night, they left home as soon as they could and arrived at the inn just as the clocks sounded eight. The inn had a thick thatched roof, two red brick chimneys, and a heavy bronze knocker in the shape of a dragon on the door. Petit Chat reached up, pulled the knocker back and forth twice, and the door opened wide.

Madame Sopa herself stood in the doorway. She was a tall ox-like woman, with dark green eyes and long red hair that twisted like a rope down her back.

"Well!" she said, her voice booming through the inn. "What are three farmer's sons doing here?"

"We have come to eat our supper," Petit Chat answered, boldly.

"And we can pay for what we eat," said Petit Chien, proudly.

"Which in my case will be a spotted mushroom omelette," added Petite Souris, hungrily.

Madame Sopa smiled broadly, winked her right eye twice, and bowing quickly said: "Well, then, come right in and warm yourself by the fire. Since you have the money to pay for your supper, you may dine tonight at my inn—and you shall dine very well, indeed!"

Petit Chien and Petite Souris hurried inside the inn at once. Petit Chat, however—just in time—remembered his mother's warning.

"I should like to know first what our bill will be," he said to Madame Sopa. "We shall be eating one beefsteak, one fish soup, and one spotted mushroom omelette."

Madame Sopa coughed twice, stamped her right foot angrily on the floor, and answered:

"Thirty francs for the food and thirty francs for serving the three of you. Sixty francs in all!"

"Very well, then," said Petit Chat, for that was exactly the sum of money that the boys had. "We will eat our supper here tonight."

And what a supper it was! How the brothers enjoyed it!

*This is an original story written by Monsieur Dannie, but it is based on a tale collected by J. M. Rougé in *Le Folklore de la Touraine* (Arrault, Tours), 1943, and cited by Roger Devigne in *Le Légendaire des Provinces Françaises à Travers Notre Folklore* (Horizons de France, Paris), 1950, p. 44.

BEST COPY AVAILABLE

Just behind Petit Chat sat the little white cat. Just behind Petit Chien sat the little black dog. And just behind Petite Souris sat the little grey mouse. From time to time, Petit Chat would turn and give a bit of fish soup to his little white cat. From time to time, Petit Chien would turn and give a bit of beefsteak to his little black dog. And from time to time, the little grey mouse would hop onto the lap of Petite Souris and he would give her a bit of the spotted mushroom omelette. And so they all ate merrily until every bit had been eaten.

Finally, it was time to pay the bill. Petit Chat reached into his pocket, pulled out their sixty francs, and started to hand them to Madame Sopa.

"Here, Madame Sopa," he said. "Here are the sixty francs that we owe you for our suppers."

"Sixty francs?" asked Madame Sopa, smiling cunningly. "But that is not nearly enough. The bill for your suppers is *ninety francs*."

"What!" cried Petit Chat. "*Ninety francs!* But that cannot be. You yourself told us that it would be thirty for the food and thirty for serving the three of us."

"Ah, yes," replied Madame Sopa, "but I served *six* of you, not just three. For I served the suppers to you brothers and that makes three. And you, in turn, fed some of my food to your cat, your dog, and your mouse. And that makes three more—or *six* in all. So you owe me thirty for the food and sixty for serving the six of you. Your bill is ninety francs!"

Then the brothers knew that their mother had been right after all. Madame Sopa had done what they had been warned against. She had charged them more for their suppers than she had promised—much more. And what were they to do now? They only had sixty francs in all, and that was not nearly enough. Would they be forced to work many days for Madame Sopa to pay their bill? The three boys quickly brought their heads close together and tried to find some way out.

"What shall we do?" whispered Petit Chat.

"I don't know," Petit Chien whispered back.

Petite Souris said nothing, not even a whisper. Suddenly, a funny little smile jumped into his face. First, he made sure that Madame Sopa could not hear him by lowering his head almost to the table. Then he turned to his brothers and whispered excitedly:

"Listen, Petit Chat and Petit Chien. I have a plan that will keep us from paying any bill at all. We won't even have to pay one franc. Here is what we must do. . . ." And he whispered and whispered until his brothers understood.

"Well," said Madame Sopa, impatiently, "have you decided who is going to pay me?"

"Yes," replied Petit Chat, "I shall give you *my* money to pay the bill for all." Although he did not have ninety francs.

"No, No," said Petit Chien, "I shall give you *my* money to pay the bill for all." Although he did not have any money to speak of.

"No, No, No," insisted Petite Souris, "I shall give you *my* money to pay the bill for all." Although he had even less money than his brothers.

"No—I shall pay!" shouted Petit Chat.

"No, No—I shall pay!" cried Petit Chien.

"No, No, No—I shall pay!" insisted Petite Souris.

And then they all began to argue and shout and pound the table with their fists. Each demanded that only he should be the one to pay the bill for all.

Madame Sopa laughed loudly at all this, and shook her head from side to side.

"I don't care which of the three of you pays me," she told them, "just so long as I get my money."

"Well, then," shouted Petit Chat, "I shall give you *my* money to pay for all of us."

"No, No—*I* shall pay!" cried Petit Chien.

"No, No, No—*I* shall pay!" insisted Petite Souris.

And round and round the noisy argument continued. Each brother demanded that only he should be the one to pay the bill for all.

Finally, Petit Chat raised his hand for silence and turned to Madame Sopa.

"Madame Sopa," he said, "since each of us wants to pay the bill for all, we do not know what to do. Only you can help us to decide."

"Only I can help you to decide? But how?" Madame Sopa was greatly surprised.

"First, let us blindfold you," explained Petit Chat. "Then we will stand perfectly still in different parts of the room, and you must try to touch one of us. The first one that you touch will pay the bill for all."

Madame Sopa laughed and laughed when she heard this, until the tears bounced off her cheeks.

"Why, that is a very funny way of deciding, but it is fair enough. You will cover my eyes, and the one that I touch first must pay the bill for all!"

"Yes," agreed Petit Chat, "the one that you touch first must pay the bill for all."

So the three brothers quickly blindfolded Madame Sopa with a big white handkerchief and then spun her around three times just for luck. Then each of them tiptoed to a different corner and stood perfectly still.

Madame Sopa stood in the center of the room. Then she started to walk slowly towards one of the corners, her long arms stretched out before her.

"Where are you?" she shouted, her loud voice booming through the inn. "I have need of you at once. Where are you? Where are you?"

The three brothers hardly dared to breathe.

"Where are you?" Madame Sopa cried, still more loudly, bumping noisily into two chairs and a table. "By the devil's beard, where are you? Where are you?"

In another room in the inn, Madame Sopa's husband had been sound asleep. Awakened by his wife's cries of "Where are you? Where are you?", he thought at once that she wanted him. So he quickly hurried downstairs, ran into the dining room, and went straight into the arms of his wife!

"Now I have you!" Madame Sopa shouted. "And since I have touched you first, you must pay the bill for all."

Then she pulled the blindfold from her eyes—and saw, to her great surprise, that she had touched her *husband!*

"A bargain's a bargain," cried Petit Chat, jumping up and down. "Since you touched your husband first, he must pay our bill."

"Yes," said Petit Chien, "A bargain's a bargain, and we do not owe you a franc."

"Yes, yes," added Petite Souris, "A bargain's a bargain," and the little grey mouse ran merrily up his sleeve.

So Petit Chat, Petit Chien, and Petite Souris left the inn without paying a single franc for their supper, while Madame Sopa angrily chased her husband round and round the room with a heavy straw broom.

And the three brothers were so happy that they sang their favorite song all the way home:

> Petit Chat, Petit Chien, Petite Souris
> Work hand-in-hand so merrily,
> To do each task until 'tis right
> And build a mighty appetite!

Questions for Student Discussion

1. What do you think of the behavior of the innkeeper? Did she do anything dishonest?
2. What do you think of the behavior of the three brothers? Did they do anything dishonest?
3. In your opinion, was the action of the three brothers justified or unjustified?
4. If you were the author of this story, how might you have ended it differently? □

89

Level: Secondary School and College

Use statements by the Soviet people to stimulate study and discussion.

SOVIET VOICES

Wayne M. Carroll, ***Lincoln-Way Community High School, New Lenox, Illinois***

Textbooks can seldom provide the dimension of dramatic immediacy and impact that is possible through an exciting and penetrating class discussion. Further, there are too few opportunities for learning at higher cognitive levels—occasions for application, analysis, and synthesis. This collection of statements may help provide those opportunities. Using my own notes and the tape recordings made by Professor Riley Denton of Evengel College, Missouri, I have selected some of the more pertinent remarks for what is envisioned as a dynamic and interesting class discussion. These comments were collected a year ago during a Phi Delta Kappa/Kent State-sponsored seminar in the Soviet Union. This seminar provided opportunities to observe over a dozen Soviet schools and to meet and speak with scores of Soviets in a number of cities.

Students in social studies classes should be warned that analysis of a culture and society solely on the basis of a limited and selective collection of statements is inadequate. These statements will, however, serve to stimulate discussion and, together with additional study, may provide valuable information about the Soviet Union.

Objectives

After reading and discussing this material, students should be able to:

(a) complete a list, chart, or diagram stating apparent contradictions and inconsistencies in Soviet life and policies.

(b) analyze and offer explanations for the presence of these contradictions and inconsistencies with reference to official Soviet policies and with the situations described about the Soviet Union.

(c) summarize what might be a typical Soviet person's impressions of our country and to what extent these impressions are justified.

(d) comment upon the possibility that a collection of comments by Americans about their country might or might not be as diverse and inconsistent.

(e) form and communicate an overall impression of Soviet life and explain which of their biases about the Soviets were reinforced or weakened as a result of reading and discussing these remarks.

Terms to Pre-teach

Students will better understand what they are reading if the teacher first explains the following terms:

Economic classes	Ruble	Propaganda
Bourgeois	Psychopath	Inflation
Proletariat	Petrol	
Capitalists	Delegation	

Map References

The teacher might ask students to locate the following places on a map before they read and discuss the statements:

Soviet Union	Kishinev, Moldavia	Yalta, Crimea
Moscow	Odessa, Ukraine	

Academic Preparation and Teaching Strategy

Although students who have received some instruction in Soviet history, geography, politics, economics, and culture will be better prepared to evaluate and synthesize the material, the statements can be introduced at almost any time and the teacher can provide the necessary background information.

This exercise is intended as a higher-order discussion experience in which the teacher encourages students to think at a more critical level. Using a Socratic questioning technique, teachers should motivate students to comprehend, analyze, interpret, and synthesize. Students must be sensitive to the subtle details and also to the larger constraints imposed by limited and selected samples on the basis of which major conclusions are to be drawn. Press the student to explain why he/she has arrived at his/her conclusion and, whenever possible, ask the students to reflect back upon their own country and what we can learn about it from discussions such as this one.

SOVIET VOICES

A. *A Twenty-Year-Old Student in Moscow*
Please turn the water on in the basin and speak softly. I am not permitted to study here in the Soviet Union because of my political views. A friend at school heard me speak badly of the Party and told my teacher. I have money. Can you speak to a young lady in America who would marry me? This is the only way I can leave the Soviet Union. Do not ask how I get money—I have enough.

B. *A Social Studies Teacher in Kishinev*
We do not have economic classes in the Soviet Union as you have in America. We do have three groups of citizens. There are the peasants who work the land, the workers in the cities, and the intelligentsia like yourself.

C. *An Engineering Student in Odessa*
Yes, I would like to visit the United States, but I do not want to live there. It is too dangerous. You have much crime. It is much safer here.

D. *A Social Studies Teacher in Yalta*
We teach that your American Revolution was your first bourgeois revolution. Your Civil War helped achieve progress for many and was your second bourgeois revolution, but you have still not had the Proletariat Revolution. Special interests, the war industry, the capitalists run your government. The workers have little real power. The Blacks have little opportunity. There are the very rich and the very poor.

E. *Directions on How To Shop in a Soviet Cheese Store*
First, get into the line and tell the clerk what cheese and how much you want. He will give you a slip. Then take the slip to the cashier in the second line. Pay her the cost. She will give you a receipt. Take this to the counter there, in the third line. If you want to wrap your cheese, get into this line and the woman will wrap it for several kopecks.

F. *Young Man in Odessa*
So you have jeans? I give you two hundred rubles for new jeans—Levi. (One Ruble = $1.39). I buy shoes, shirts, ties . . . what you sell?

G. *Supervisor, Moscow School for the Retarded*
We also have psychopaths in this school. You don't like the term? (Seminar member explains that it is a medical term; the nearest American term is "socially maladjusted.") Your words are too soft. We use the proper term; it is accurate.

H. *Soviet Moslem Student in Odessa*
It is difficult for Moslems, but we persist. The Russians are not welcome in my republic.

I. *Jewish Mother in Kishinev*
My child waits for an opening at the kindergarten. Other children enter, but there's no room for my child. We have a shortage of teachers, but I have not found employment.

J. *Young Man in Yalta*
Of course, we did not build this hotel. The Yugoslavs came here and built it. We could not make such a fine building. Most things in this hotel are not from Russia. Telephones come from France, lights from Poland. Your tour bus . . . do you know it is made in Rumania?

K. *School Principal in Odessa*
We have perhaps a hundred teachers. There are perhaps twenty-five or thirty who own cars. Teachers earn about as much as doctors and lawyers, less than truck drivers. Some teachers work at night, tutoring students for university exams.

L. *Vocational Teacher in Moscow*
I came from a factory to teach here. I was given several months instruction in how to teach. I will receive more this summer. We do not use summer as a vacation, but we continue to work—taking courses and preparing our lessons. Yes, I like this better than factory work. My pay is the same.

M. *Moscow Tour Guide on Bus Driver*
The driver is shifting into neutral, you understand? We must conserve our petrol. The driver receives a bonus if he can save fuel, so he coasts whenever he can.

N. *Tour Guide at a Moscow Airport*
We must get into the bus and return to the terminal. This is the wrong key to unlock the airplane door.

O. *Tour Guide on Iranian Hostages*
We are sympathetic. Taking hostages is illegal.

P. *Middle-aged Moscow Technician*
We know that America helped us during the war. It is unfortunate that we are not better friends. We Soviets are very much like you Americans. Why do you want to make war?

Q. *Greek Teenage Delegate in Moscow*
You are a teacher in America? You are a puppet in a capitalistic society. Why do you help perpetuate the enslavement of the masses? You are a history teacher? You are as bad as all the others.

R. *Young Man in Odessa*
This is my sister. She beautiful. You marry, take to America. Later we come.

S. *Principal in Kishinev*
We have no discipline problems. Smoking, drinking, not attending school . . . we do not have these problems. Our students like to come to school. They have discipline.

T. *Teacher in Odessa*
We have a problem with drinking. The children come to school drunk or do not come at all. We have problem families. They may have a bad marriage or the father may be a drunkard. Pregnant

girls—this is not really a problem. Abortion is free in our country.

U. *Tour Guide in Yalta on Breaking Line*
It is permitted for delegation members like yourselves to enter before Russians. You are special people. You may never be here again, but a Russian can always visit this museum.

V. *Tour Guide at Wedding Palace in Odessa*
We have many divorces, it is true. Before you can be divorced, you are counselled by your employer, your fellow workers, and perhaps your apartment building committee. It is not good to get a divorce.

W. *Young Man Helping in Moscow Subway*
May I help you? You are English? American! Good! Where are you going? This is on my way. Come with me. So, how do you like Russia? (He remains through two transfers.)

X. *Male Engineer in Moscow*
I like life here in Russia. No, I'm not afraid of being seen talking with an American. This is propaganda. We are very proud of our country; we have achieved almost as much as you have in America, and we have had only sixty years—you have had two hundred.

Y. *Waiter in Odessa*
Would you please mail this to my relatives in California? I want them to know that they should get the papers so I can come to California.

Z. *Tour Guide in Moscow*
In Moscow we have sixty operating churches. They exist on the money, on the believers' faith. Religion is not prohibited. We have eighteen theological academies. The majority of the population is atheist, but we consider it a private thing and nobody asks you.
We have no inflation in the Soviet Union. Rent, bread, bus fare have not changed in years. Yes, some things are more expensive than others. This depends on style, what materials are used in manufacturing. We have no inflation and we have no unemployment. Everyone must work.

A.1 *Director of State Farm Winery near Kishinev*
And now a toast! I will know the misfortune you would bring upon the Soviet Motherland by the amount of wine that remains in your glass.

Discussion Questions

These questions are intended only as a departure point for further thought by the students. Each set is related to the particular comment.

A. Why does the student suggest that the water be turned on (to negate the effects of room being monitored electrically by hotel staff)? Is this person desperate? How might he have gained his money?

B. Do classes exist solely on the basis of money? Do the Soviets really have economic classes?

C. By comparison with others, is America a dangerous country? What advantage is there in the Soviets encouraging such an impression of America?

D. To what extent is there a grain of truth in this assessment of America?

E. There is a labor shortage in the Soviet Union. Does this suggest why? Would a private individual run a store like this?

F. Does this suggest that the Soviets have money to spend? Why would so much be paid for jeans?

G. Are Americans "too soft"? What accounts for our approach to this situation?

H. Can this be related with current unrest along the Soviets' southern borders and in Afghanistan?

I. Does this suggest discrimination? How does it resemble the situation in our country prior to the mid-50s?

J. Why must the Soviets turn to foreigners to complete such projects?

K. While teachers are respected in the Soviet Union, what does this suggest about their economic status compared to that of lawyers, doctors, and truck drivers?

L. How critical is the shortage of vocational teachers? Who is likely to receive a higher salary—a highly skilled worker or a teacher?

M. Is there a fuel shortage in the world's No. 1 oil producer? What about the future?

N. Would this happen were we in America using an American airline?

O. Is this statement consistent with what we know or suspect of Soviet actions?

P. Why might a Soviet citizen be convinced that we would want to make war? How does this belief work to the advantage of the Soviet government?

Q. Why might this young person be so dogmatic? Is the opinion justified?

R. How does this statement compare to Statement A?

S. Is this statement believable? Why would a principal make such a statement?

T. Why does the teacher express views contradictory to those of the principal? Does this ever happen in our country?

U. Would we treat foreigners in such a fashion in our country?

V. Divorce rates in the Soviet Union are about as high as in America. What does this process suggest about the relationship in the Soviet Union between marriage and the state?

W. Could a Russian expect similar help in New York? Is this one of the positive benefits of the highly controlled socialization process in the Soviet Union?

X. Does this follow the subtle themes presented in most of the comments? Why might the engineer say this?

Y. Compare this statement to Statements A and B.

Z. Can you find any reasons in the other comments to suppose that these remarks are true, or that they are propaganda offered by the Intourist guide? □

90

Level: Junior and Senior High School

Teach about history through an "Application for Employment" form.

WOULD YOU HIRE THIS PERSON?

Penny Todd Claudis, *Caddo Parish School System, Shreveport, Louisiana*

This activity worked very well for me during the last nine-week session of our school year. It was used in all grades and could be adapted for many subjects. It was particularly effective in courses in American history, government, and psychology.

Throughout the previous nine-week sessions, we had studied places, events, and dates—and especially people. At the beginning of the second semester (the third nine-week period), I gave this assignment. Students were told to complete an application for employment, using someone from our studies in history. (Students in courses in government or psychology were told to use someone in their particular fields.) The person could be someone whom we had already studied or would be studying before the end of the year. All applications were to be turned in to me at the beginning of the fourth nine-week period, and they were not to be shared with other students in the classes. Each person was to do his or her application independently and to keep the subject of the application known only to the writer.

Applications were to be completed by using factual information wherever possible. In some cases, students could "invent" information, but it had to be historically correct. For example: if students could not find the telephone number for Franklin D. Roosevelt, a telephone number could be "invented." However, since there was no area code at that time, they were not to "invent" an area code, but only the number. Students might also "invent" a Social Security number for an applicant, but they would have to be sure that the Social Security program had been in existence at the time that person was alive. All other information was to be researched and done as completely as possible. No applications would be accepted after the first day of the fourth nine-weeks. (Teachers can determine how they will grade the applications: as one test grade, as so many extra points, as one "free" grade, etc.)

Beginning with the fourth nine-weeks, we would take time at the beginning of the class, or at the end, to read several of the applications to the class. I would read the application, but I would not divulge the name of the applicant or of the writer. As I read the application, students would guess the name of the applicant. Sometimes, we told the name; other times, the students would write the name on a sheet of paper and turn it in, and I would give points to all those who correctly guessed the applicant. It was also great fun to guess who did the research. Some students had favorite personalities and would write about them, and we were able to associate personalities with their authors. We kept a "Hall of Fame" for those applicants who "stumped" us!

This activity provided students with a challenge; and they really got into the spirit of the assignment and dug up little known facts. They also used their imaginations in the "Remarks" section, and some of the students had a lot of fun with this part.

Teachers can keep the applications from year to year and use them as a basis for other activities.

APPLICATION FOR EMPLOYMENT

Position Applied For Chairman, *Small Business Administration*

Date January 6, 1954

Name (Harry S Truman) Age 70 years

Present Address 219 North Delaware Street, Independence, MO Phone 444-6322

Birthplace Lamar, Missouri Date of Birth May 8, 1884

Race Caucasian Height 5'10" Weight 163 pounds

Married Yes Single ____ Divorced ____ Contemplating Marriage ____

Number of dependents 1 Relationship Wife
(Married daughter not at home)

Social Security Number 112-68-2336

No. of years of schooling: Grade school 6 High School 4 (graduate)

College none Graduate School none

Other Attended night classes at Kansas City Law School—no degree.

What is your present occupation? Retired public official; currently writing a history book and serving as advisor to major political party.

Are you especially trained in any trade or profession? Explain. Haberdasher; artillery officer, U.S. Army; farmer; some banking experience; business management; trained in the law (served as judge during early career).

Do you have any special talents or musical abilities? Play piano. Have been told that I have expert business acumen and expertise in history.

Church affiliation Baptist Member? In good standing

What is the condition of your health? Excellent (work each day)!

Do you have any physical handicaps? Hyperopia (corrected by wearing glasses).

Do you take special medication of any kind? no Explain ____

Give three (3) character references; Please give address of each:

(1) George C. Marshall, La Donna Manor, Leesburg, Virginia

Relationship Former member of my staff and served as an economic advisor to me

(2) Mrs. Eleanor Roosevelt, Hyde Park Estate, New York

Relationship Wife of former associate

(3) Winston Churchill, #10 Downing Street, London, England

Relationship Friend and former colleague in "Big Three" conferences

OTHER EMPLOYMENT EXPERIENCE

Years (dates)	Employer	Address	Position
1901–1902	KCS Railroad	Kansas City, Missouri	Timekeeper
1902–1904	Kansas City STAR	Kansas City, Missouri	Mail Clerk
1904–1906	Kansas City Bank	Kansas City, Missouri	Clerk
1906–1917	Self-employed	Grandview, Missouri	Farm Manager
1916	U.S. Govern ment	Grandview, Missouri	Postmaster
1919–1922	Self-employed	Kansas City, Missouri	Haberdasher
1926	U.S. Government	Jackson County, Missouri	Judge
1934	U.S. Taxpayers	Washington, D.C.	U.S. Senator
1945	U.S. Taxpayers	Washington, D.C.	Vice-President
1945–1953	U.S. Taxpayers	Washington, D.C.	President of the USA

Reason for leaving last position Term expired—did not seek re-election.

MILITARY SERVICE RECORD

Dates	Branch of Service	Length of Service
1917	Artillery	1 year plus few months

REMARKS

Use this sheet of paper to emphasize experiences and abilities that would seem to be useful and valuable in the position for which you are applying. This will be considered confidential, so you may say whatever you wish that might influence your prospective employers in considering you for employment.

Although one would frown at a man of 70 applying for a position, I feel that I am qualified for the position for which I am applying. The position of Chairman of the Small Business Administration is one which needs business sense and the ability to counsel persons seeking to open their own small operations. I have the physical stamina and the expertise in business to serve in this capacity. You will note from my application that from 1919–1922 I was the owner, with my partner, of a men's clothing store in Kansas City, Missouri. It is a known fact that this business failed during the farm depression of 1922. It is another known fact that I spent the next 15 years paying off a $30,000 debt incurred by this failure. I do not believe this failure reflects on my ability. During this time, many businesses were failing; a farmer who could not feed his family could not buy "fancy" clothes. The fact that I paid my own debts and did not declare bankruptcy testifies to the fact that a man can survive such a failure and bounce back. I was first employed at a local drugstore at age 11, a testimony to my hard work throughout my life. During World War II, I chaired a special Senate committee which investigated our national defense program. This committee received awards and accolades for its energetic inquiry into the inefficiency of war production contracts. During my term of office as "Chief Executive" of a large operation, I was instrumental in increasing the minimum wage, instituting civilian control of nuclear energy, and desegregating the armed forces. I then developed a plan for using economic means to help nations which were facing the threat of communist take-over after 1947. This plan bears my name.

It is said of me that I am blunt and outspoken; perhaps I am. However, it is also said of me that I am straightforward and a man of the people. I know I have made unpopular decisions; one, in 1951, did make me very unpopular with some people. This was a decision carefully thought-out and then done because I felt it was right for me and for those for whom I was responsible. I believe I can work successfully with men and women who want to own their own businesses but who need a helping hand. I am sympathetic to the small business man, but I am also a practical man who knows what it will take to succeed.

It has been said that I have a sense of humor and seem to get along well with newspaper reporters. I believe I can use this in helping the public to understand the nature of business and the role of the federal government in business. Also my various occupations—mail clerk, bank clerk, farm manager, judge, and public official—have opened many doors to me and given me insights into many fields. My world travels have shown me life in other countries and have made me even more aware of the opportunities in this great land.

I would be more than willing to make an appointment for a personal interview with a committee of your choosing, should my application be taken under consideration.

Additional references will be furnished upon request.

Date January 6, 1954 Signature (signature of HST) □

91

Level: Senior High School

Use a Congressional constituent survey to explore the political spectrum.

TEACHING ABOUT THE POLITICAL SPECTRUM

Kenneth Hilton, ***Rush-Henrietta Central School District, New York***

Many teachers successfully use political opinion scales to help their students understand the political spectrum, but there are several weaknesses in such scales. First of all, they soon become outdated. Secondly, they often deal with issues of little importance or relevance to the students.

Instead, try using a constituent questionnaire sent out by your state or federal legislator. Such questionnaires arrive in the mailbox every year. They change as issues change, and they often deal with issues of special importance to your area. Thus, while your students learn about the political spectrum, they also learn current events.

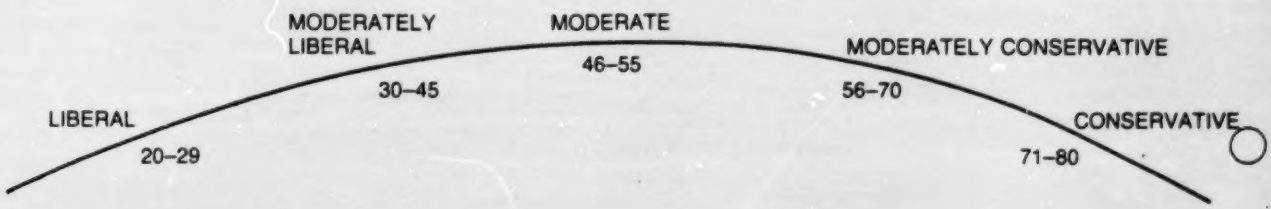
Rewrite the survey's questions to make them into statements expressing either "liberal" or "conservative" viewpoints, as the terms are understood today. Then, devise a scale which expresses opinions numerically.

The questionnaires used to develop these twenty statements came from a Congressional survey.

INSTRUCTIONS: *Circle the number 4, 3, 2, or 1 that appears next to each statement.*

	AGREE STRONGLY	AGREE	DIS-AGREE	DISAGREE STRONGLY
1. Federal environmental quality regulations should be relaxed.	4	3	2	1
2. Consumer safety and health laws should be relaxed.	4	3	2	1
3. Equal opportunity laws should be relaxed.	4	3	2	1
4. The Department of Education should be abolished.	4	3	2	1
5. Voluntary prayer and Scripture reading should be allowed in public schools.	4	3	2	1
6. The federal government should not pay the cost of abortions for women on welfare.	4	3	2	1
7. The federal government should not restrict the ownership of handguns.	4	3	2	1
8. The United States should increase military aid to El Salvador.	4	3	2	1
9. Federal defense spending should be greatly increased.	4	3	2	1
10. Faced with rapidly increasing energy costs, the government should encourage further development of nuclear power.	4	3	2	1
11. The cost of government social-welfare programs is too burdensome for taxpayers. Spending on these programs must be reduced.	4	3	2	1
12. President Reagan's budget and taxing program should be passed by Congress.	4	3	2	1
13. The size of government must be reduced.	4	3	2	1
14. There should be a Constitutional Amendment outlawing abortions.	4	3	2	1
15. The government should give greater priority to combatting crime.	4	3	2	1
16. The Department of Energy should be abolished.	4	3	2	1
17. The United States must oppose the expansion of Communism anywhere in the world.	4	3	2	1
18. The government-mandated 55 MPH speed limit should be lifted.	4	3	2	1
19. The powers of OSHA, the Occupational Safety and Health Administration, should be lessened.	4	3	2	1
20. The United States should strengthen ties with Taiwan, the Republic of China.	4	3	2	1

ADD UP YOUR TOTAL.
YOU CAN FIND YOUR POLITICAL IDEOLOGY ON THE SCALE BELOW.*



*The meaning of the terms "liberal" and "conservative" depends on how they are used, who uses them, when they are used, why they are used, and other factors. Therefore, this scale is just suggestive, rather than rigid, in its classification.

BEST COPY AVAILABLE

92

Level: Junior and Senior High School

Clarify human and economic consequences by analyzing a dilemma.

MR. FIFTHER DECIDES!

Mary E. Haas, ***Arkansas Tech University, Russellville, Arkansas***

Often, students and teachers fail to ask themselves to evaluate the consequences of decisions to the lives of people. William Svoboda suggests that the humane person is one who makes decisions and bases actions on the pursuit of predictable, positive, human consequences. To encourage students to consider human consequences in decision-making, he suggests the use of a pedagogic device called a "Human Consequence Matrix."[1]

Individuals are called upon to make their own personal decisions and some decisions which influence the lives and well-being of other individuals and groups. Among those individuals whose roles require decision-making which influences the lives of many people are: the entrepreneurers of business and industry, politicians, labor leaders, and the leaders of citizen action groups. Some of their decisions may even influence national policy and the well-being of the nation as a whole. The actions of such persons are the frequent topics for discussion in social studies classes.

The activity MR. FIFTHER DECIDES requires the student to make an entrepreneurial, economic decision concerning a conflict between long-term and short-term results. The activity combines two pedagogic devices: a dilemma story similar in structure to the moral dilemmas used by Kohlberg, and a modification of the Human Consequence Matrix proposed by Svoboda. The combination of pedagogic devices is an attempt to gain a more thorough examination of the issues to be considered in making the decision.

Teaching Procedures

1. Distribute and have the students read the story titled MR. FIFTHER DECIDES.
2. Ask questions which identify: the conflict in the story, the alternative decisions, and the possible consequences of the alternative decisions.
3. Ask several students to answer the questions posed at the end of the story. Attempt to get several different views expressed.
4. Distribute copies of the "Economic Consequences Matrix" and the "Human Consequences Matrix." Call attention to the various columns and rows and explain the terms. Tell the students to try to think of both positive and negative consequences for each alternative decision. Allow the students a few minutes to begin to fill in the matrices (see page 26).
5. Arrange the students into small discussion groups. Have the students discuss Mr. Fifther's problem and fill in additional information on their matrices. Assign the students to discuss the problem and to make individual tentative decisions which each student can defend. Allow 15–20 minutes for the small-group discussions.
6. Reassemble the class and continue with an oral discussion of the problem. Ask the students to give reasons for their choices. The teacher can keep the controversy before the class by asking such questions as: Does Mr. Fifther have an obligation to his employees, the nation, or the stockholders? Which is more important: a short-term gain or a long-term potential? Would you define what you mean by the word "important"?
7. Bring closure to the lesson by reviewing the choices and reasons that students have given, and by asking each student to fill in the final decision blank and to give his or her reason for the decision.
8. Teachers may review the individual consequences matrices to assist in evaluating the levels of thinking and participation by the students in the lesson.

[1]William Svoboda, "Decision Making and Human Consequences," *Indiana School Board Association Journal*, XXI (March/April, 1975), pp. 6–7.

MR. FIFTHER DECIDES

Mr. Fifther, age 58, is the President of a major automobile firm in the United States. He is pondering a report that he has received from his Product Research Department. Very soon he must decide whether he should bring the report to the attention of the Board of Directors with a positive recommendation, or whether he should file the report for possible consideration at some future date several years from now.

The report is about a new alloy which one of the researchers happened upon by chance. Because of the accidental nature of the discovery of the alloy, no other automobile maker in the world would have the alloy. This could give Mr. Fifther's company an advantage in the marketplace for several years. Preliminary research shows that the alloy probably has greater rust resistancy than other alloys and will hold a highly polished finish longer without additional polishes and coatings. Customers will surely like this feature, because the additional expenses for rustproofing and the time and money spent on cleaning and maintaining the finish would be eliminated. The alloy is lightweight and would help add to the fuel efficiency, which is an important concern of the automobile industry today. In addition, the alloy is more flexible than other products, which means that a car may absorb impacts better with less damage to the vehicle and passengers. The greater flexibility of the metal

ECONOMIC CONSEQUENCES MATRIX

	Short-term Consequences	Long-term Consequences
Consequences for the Corporation	Positive:	Positive:
	Negative:	Negative:
Consequences for the National Economy	Positive:	Positive:
	Negative:	Negative:

HUMAN CONSEQUENCES MATRIX

	Short-term Consequences	Long-term Consequences
Consequences for Mr. Fifther	Positive:	Positive:
	Negative:	Negative:
Consequences for Other Employees of the Corporation	Positive:	Positive:
	Negative:	Negative:
Consequences for the Consumer	Positive:	Positive:
	Negative:	Negative:
Consequences for American Society	Positive:	Positive:
	Negative:	Negative:

My tentative decision is _____

My final decision is _____

also will bring a savings in production by reducing the number of individual pieces requiring welding. The flexibility will reduce the number of operations and, therefore, time and costs on the assembly line. The total cost saved per car by using the alloy would be $1,500, and, by increasing the amount of automation on the assembly line, perhaps as much as $2,000 to $3,000 per automobile. A portion of this large savings may be passed on to the consumer to stimulate people to purchase their cars over the competitors' cars and to increase dividends to the stockholders. All of this will not happen without a considerable investment of time and money.

Right now, Mr. Fifther has recommended that the company place research emphasis on fuel efficiency, tire improvements, and tire safety. To divert research time and money from these would delay these plans and possibly hurt the sales in the short run. The company has just had a disastrous year financially, and it must cut costs. In addition, the movement toward smaller Japanese imports means that several of the company's production facilities must retool for the new smaller cars.

The public, stockholders, and bankers are all anxiously watching the profits of all American automobile manufacturers. The public will not buy cars from companies which might fail and not be able to meet factory guarantees or to supply spare parts. Bankers charge higher interest rates if they believe that manufacturers are not making profits. The stockholders have invested their money to earn money and want profits to go up about equal to, or a little above, those of other automobile manufacturers. Compounding the problem is the fact that the current labor contract will expire next year. Labor is certain to want increased benefits and a better than cost-of-living salary increase.

Mr. Fifther's reputation as a competent business manager, as well as his job, is on the line. If all goes well, his previous recommendations will bring a projected profit of $4 billion for the next year, which will be equal to, or a little above, that of other United States automobile manufacturers. If Mr. Fifther recommends to the Board of Directors to invest an additional $6 billion for research on the new alloy, the projected profits for next year will decrease to $3 billion. Investors will wonder why there is a failure to meet the current profit projection, and why other automobile companies are making greater profits. Labor will undoubtedly claim that the decrease is a result of poor management. To realize the complete benefits from the new alloy, it will be necessary to keep its existence a secret for several years. Therefore, it will be impossible to give a complete explanation.

Mr. Fifther plans to retire at age 62, in four more years. Now, he faces a tough decision. He has two alternatives. He can make a decision which will net long-term potentially very high profits with a short-term smaller-than-average profit, or he can make a decision that will guarantee a short-term steady profit equal to that of other United States automobile manufacturers. If Mr. Fifther recommends the research investment in the new alloy, it may cost him some of his reputation as a competent business manager, because the short-term profits will decrease. He also has no guarantee that he will be recognized in later years for having made a wise decision—even if the new alloy is successful—for he will then no longer be President. One thing is certain. If Mr. Fifther files the report, he can look forward to a larger profit in the next four years until he retires.

Should Mr. Fifther recommend that the Board of Directors invest the additional $6 billion over the next five years in research on the new alloy? Why or why not? □

93

Level: Primary

Use a variety of strategies to teach current events in the primary classroom.

CURRENT EVENTS *SHOULD* BE TAUGHT IN PRIMARY CLASSROOMS

David Earle, ***The University of Texas at Austin***

Have you ever tried to discuss current political or economic issues with a seven-year-old? It seems to be all but impossible. How can a child who believes that New York, Missouri, and Texas are all countries discuss the President's foreign policy? How can a kindergartener who thinks that "change" is an excellent source of income understand the circular flow of money? How can a student who has never traveled unaccompanied beyond his or her neighborhood ex-

plore the issues surrounding busing to achieve racial integration?[1]

Frequently, many primary students seem almost completely ignorant of events, people, and places in the world around them. Many parents and teachers therefore assume that these students are not ready to learn about such things and are not interested in learning about them. This assumption is erroneous. Hess and Torney[2] and Greenstein[3] discovered, through their research, that by the time American children enter school, most of them can identify the President and have a strong feeling of affection for their country and its government. Hess and Torney also discovered that by the eighth grade, the political attitudes and values of many students are well formed. The elementary years, therefore, are important in the process of political socialization.

It is true that primary students' ideas of government and current affairs are riddled with misconceptions. This does not prove that they are uninterested or that they are incapable of learning; it simply means that they have not received adequate instruction in these matters. Certainly, there are limits to the quantity and complexity of the information that primary students can handle; but they can begin to learn the names of important people and interesting places. They can also associate people in the news with particular places and events. This is not to suggest that we fill first-graders minds with trivial, irrelevant facts, but that we develop their awareness of the larger world beyond their neighborhood. The objective in teaching current events to primary students is only partially to inform; it is primarily to stimulate interest in the community, state, and nation, and to establish in them the habit of paying attention to news of current affairs.

A major problem in teaching current affairs to primary students is determining their areas of interest, their levels of knowledge, the extent of their misconceptions, and their ability to understand a given issue or concept. The following ideas are efforts to blend diagnosis and instruction:

1. *The Daily News.* I clipped articles from the local newspaper that I thought would be interesting and informative to primary students. In one week, I found over twenty-five articles, most of them with an accompanying picture. The articles included information about an upcoming election, school desegregation, and work of "community helpers," such as people in the police department and fire department. Several articles were of historical interest. There was a story about the organization of the local Red Cross chapter in 1916, while other articles were about people from other countries who brought their traditions and culture to the United States. There were several articles on local problems, the pollution of a local stream, and the need for an ordinance on billboards. The newspaper can be an invaluable source of information that is often ignored in the primary classroom.

Cut out any accompanying pictures and summarize the main idea(s) in the article on a poster-sized sheet of newsprint. Then use this rewritten article as the basis for your lesson. Ask questions and invite questions. Use your time for current events to diagnose what students know and where their interests lie. The information gathered can form the basis of the regular social studies lesson.

For example, an article on an election might stimulate study of campaigns, advertising, and voting; or it might lead to thinking about the concepts of democracy, leadership, and representation. An article about a new factory in town could lead to investigation of anything from modern technology to the circular flow of money through the economy. The possibilities are endless.

If "The Daily News" is, in fact, used daily, it won't be long before students will be finding their own articles to bring for discussion; and, by spring of the first-grade year, students will be able to write their own summaries of certain stories.

2. *Small-Group Discussions.* Some events demand serious discussion; for example, those involving the American hostages in Iran, the election of a President, and the shooting of a President. Small groups can provide a setting where a teacher can probe student understanding and feelings, address misconceptions, and respond to feelings. Even though a group of first-grade girls had heard at least some news from Iran each week for a year, they still were not sure if there were cities in Iran—or even if the Iranians used automobiles. They could not name the Iranian leader, although they could describe Ayatollah Khomeini. However, they did understand that Americans were prisoners in a far away, very different place, and, above all, they were interested and concerned. Outside the small-group discussion, their interest and concern would have been much harder to detect and their understanding would have been more difficult to foster.

3. *The Opinion Poll.* Equip a corner of the room with a tape recorder that students can operate. Post a few questions asking for factual information and opinions regarding current affairs. Questions may concern anything from a situation in a local school to an international crisis. Ask students to record their opinions on tape. Also, encourage them to ask questions about news items that they do not understand. When the teacher learns of student opinions and questions, the recordings can provide the basis for regular social studies lessons. The opinion poll motivates the student to attend to current events and to think about current events, while it provides the teacher with a diagnostic tool to assist in formal lesson planning.

Current events have seldom been a regular part of the primary curriculum, but they should be. Primary students are curious about their world and eager to learn. Identify areas of student interest and capability, and make a point of integrating current events into your primary program. The results will be worth the time and effort. □

[1]For an interesting analysis of the understandings that children have of social phenomena, see: Hans Furth, *The World of Grown Ups: Children's Conceptions of Society* (New York: Elsevier North Holland, Inc.), 1980. Furth provides transcripts of interviews with dozens of children, and he suggests a developmental theory of social understanding derived from the work of Piaget.

[2]Robert Hess and Judith Torney, *The Development of Political Attitudes in Children* (Chicago: Aldine Publishing Company), 1967.

[3]Fred I. Greenstein, *Children and Politics* (New Haven, Connecticut: Yale University Press), 1968.

BEST COPY AVAILABLE

94

Level: Secondary School

Use lists to stimulate the thinking and imagination of students.

LISTS FOR LISTLESS STUDENTS

Thomas N. Turner, *The University of Tennessee, Knoxville*

If I had to teach social studies with only one or two reference books, one that would be high on my list of choices would be *The Book of Lists*, by David Wallechinsky, Irving Wallace, and Amy Wallace. This book and its sequel, *The Book of Lists Number Two*, by Irving Wallace et al., combine delightfully sophistication and naiveté, which make them the kinds of reference material which students seek out and read for fun.

Lists and the Social Studies

Many lists from *The Book of Lists* can be usefully incorporated into social studies instruction. Some things that can be done with the lists are:

1. *Dropping from the List.* Begin with any list. Have students decide, in a small-group or large-group discussion, on one, two, or three of the people, places, or events that could be, or should be, removed from the list. These will be those least deserving, least fitting, etc.
2. *Adding to the List.* Have students use research skills to find other likely names, events, or things to add to an existing list. Are there possibilities that were missed by the authors?
3. *Combining the Lists.* Students can compare varying lists throughout the book to see if any of them can be combined into a common list.
4. *Rewarding the List/Punishing the List/Excusing the List.* Students can decide on appropriate rewards, punishments, and excuses for those people who are on a variety of lists.
5. *Employing the List.* Have the students try to find or design activities and jobs for which the people, places, things, or ideas on the lists are suited.
6. *Becoming Qualified for the List.* Have the students debate whether or not it might be possible for one of their own group to become qualified for a particular list.
7. *Refining the List.* Students can examine the titles of lists and the entries to determine how eligibility could be made more difficult. They could ask: "What other accomplishments or abilities could be added to the requirements for making the list?"
8. *Labeling the Lists.* The students can determine a new title or name for the various lists. What labels or names could be attached or given to those individuals who qualify for membership?

Here are a few topics for which there are intriguing selections in *The Book of Lists:*

Topics	Lists
Aging and Ageism	• Rulers Who Reigned the Longest. • Achievers at an Advanced Age. • Longest Reigning Dictators Still in Power.
Handicaps	• Prominent Handicapped Persons.
Values	• Heroes of American Boys and Girls. • Good Places to Live.
Immigration	• Famous Foreign-Born Americans. • Sources of Newcomers.
Heroes/Greatness	• Ten Air Aces of World War I. • Women in History. • Estimated IQs of Famous Persons. • 13 Famous American Lawyers Who Never Went to Law School.
The Presidency	• Ranking of 31 Presidents. • 13 Presidents Who Won Less Than 50% of the Vote. • 10 Losers Who Would Have Made Better Presidents Than the Winners. • Rating of Last Seven Presidents.
War and Armed Forces	• An entire chapter on war in *The Book of Lists*, including General Omar Bradley's list of ten leading military leaders in history, and lists of decisive battles, nations with largest arms, etc.

Conceptual Learning Through Lists: An Example

These lists often can be helpful in teaching concepts. One very difficult concept to teach is the function of the electoral college. In *The Book of Lists*, there is a list of United States Presidents elected without a majority popular vote. A discussion is easily stimulated, since the common notion is that the President is elected by getting the most votes. This discussion can be turned into a classroom exploration of the electoral college itself, and how the election of a minority-supported candidate is possible. Students might create their own listing activity by holding a mock election or class vote.

For example:

Smith = 14 *Jones* = 16

The teacher can divide the class into equal groups, with one (electoral) vote per group, purposely manipulating group membership to have the minority candidate win. For example:

Group	*Smith*	*Jones*	*Group Votes For*
1	1	4	Jones
2	1	4	Jones
3	3	2	Smith
4	3	2	Smith
5	3	2	Smith
6	3	2	Smith

Using Lists To Clarify Values: An Example

Chapter 18 (pp. 413–28) is a particularly interesting one to use in an exploration of values. It includes lists of "Favorite Dinner Guests" throughout history, selected by a number of famous modern writers and critics. The chapter invites comparisons, questions about omissions and inclusions, and a number of activities. Instructions for students might include:

1. Pretend that you have the opportunity to plan a dinner party and to invite the ten most interesting conversationalists in the world. What living people would you invite? If you could call upon individuals no longer living, whom would you invite? If you could invite only women, whom would you invite?

2. If you could invite only people of one ethnic group or sex, whom would you invite? If you wanted to discuss only one particular issue or problem area (such as one of the following types), whom would you invite?

Examples of problems or issues:

(a) The Equal Rights Amendment
(b) Winning at sports
(c) Getting a job
(d) Succeeding in show business
(f) Overcoming failure
(g) Achieving something worthwhile
(h) Conquering or saving the world
(i) Friendship
(j) Loyalty or treason

Now check with *The Book of Lists*. Examine the different lists that famous people have suggested. Are there any names that would make any of your lists? Why do the lists differ so greatly?

3. Examine one of the lists of dinner guests. Try to determine the major reasons why each guest was selected. How would you arrange the seating? What are some things that you would say, or questions that you would use to get the conversation started? What disagreements would you expect?

References

Wallechinsky, David; Wallace, Irving; and Wallace, Amy. *The Book of Lists*. New York: William Morrow and Co., Inc., 1977.

Wallace, Irving, et al. *The Book of Lists Number Two*. New York: William Morrow and Co., Inc., 1980. □

"ECONOMIC EDUCATION — A KEY TO CONSUMER PROFICIENCY"

A summer institute for Consumer Economic Teacher-Educators

Purpose: Learn way to integrate economic concepts into consumer education

Stipends, travel, lodging and meals provided
and
mini grants for in-service programs available

When: August 1982 — two week program

Further information and application contact:

Dr. John E. Clow, Director
Business & Consumer Economic Programs
Joint Council on Economic Education
1212 Avenue of the Americas
New York, NY 10036
(212) 582-5150

Classroom Teacher's "Idea" Notebook

SUPPLEMENT NUMBER 32
FEBRUARY, 1983
ALFRED J. CAMPANELLA, EDITOR

95 People Scavengers—*Thomas N. Turner, page 147*
96 Here's a Key—*Curt Rutledge, page 150*
97 The Disabled Society—*Robert DiSibio, Fred R. Savitz and Lynne Galati, page 151*

About the Classroom Teacher's "IDEA" Notebook

This supplement, which appears periodically in *Social Education*, has been designed to meet some of your needs in the classroom. The material presented is as practical, concrete, and specific as possible; and the focus is on the student. The purposes of this supplement include the following:

1. To report what individual teachers are doing in their instructional practices;
2. To present methods, techniques, and strategies employed by teachers;
3. To publish facsimile copies of classroom materials developed by teachers for specific lessons;
4. To provide a vehicle for teachers to publish original instructional materials they have prepared and to explain or describe successful practical techniques they have employed in their instruction;
5. To establish a service for teachers from which they may solicit information and suggestions involving practical problems in instruction that confront them;
6. To provide a place in *Social Education* where actual practices in instruction may be read, evaluated, and adapted by teachers;
7. To give professional recognition to teachers with innovative and creative ideas, and to disseminate these ideas to a wider audience;
8. To suggest potential areas for research on methodology and materials.

Many very informative and interesting examples of classroom activities and suggested lessons have been sent to the editor. They begin to reflect the vast number of options that are available to social studies teachers. Won't you send in your ideas to:

Alfred J. Campanella, Editor
"Classroom Teacher's 'Idea' Notebook"
Shore Regional High School District
Monmouth Park Highway
West Long Branch, New Jersey 07764

95 **Use the techniques of a scavenger hunt to develop social skills and experiential background knowledge.**

Level: Senior High School

People Scavengers

THOMAS N. TURNER, Professor of Education, The University of Tennessee, Knoxville

One fast-paced technique for opening a new area of study or for getting acquainted with a new class is simply a variation of an old game called the scavenger hunt.

A scavenger hunt, of course, is a party activity in which groups or individuals are given a list of often unusual and humorous objects to collect. Everyone goes out and attempts to find all the items, returning at a set time.

People scavengers do not require students to go beyond the classroom or to gather any materials. They do involve students and teachers in getting to know one another's strengths in experience and knowledge. They promote an excellent opening day activity since students talk with one another in constructive, class-focused ways. They can, in addition, provide entry into and renewal of some important content information.

In their simplest forms, people scavengers require each individual to seek help from others in the class in completing a list. The easiest type of people scavenger begins with a thematic list of experiences or items of knowledge. The task is to identify individuals who have had the experience or possess the skill or have each piece of knowledge listed. To keep one individual from becoming the "expert" that everyone depends on, the provision is added that no individual's name may be used for more than two or three items. (The exact number depends on class size.) The teacher is considered fair game and students are cautioned not to exhaust the "best" resource on the "easy items."

Specific scavengers can be developed to address content of current concern. Following are three scavengers related to important "instant" resource topics.

Foxfire Scavenger Hunt

In the space write the name of someone who:

_____ 1. Has mixed his or her own mint tea.
_____ 2. Has waded in a mountain stream.
_____ 3. Is wearing a hand-made article of clothing.
_____ 4. Has milked a goat or cow.
_____ 5. Has at least helped in the building of a tree house.
_____ 6. Has collected eggs from chickens.

Volume 47 Number 2

BEST COPY AVAILABLE

_____ 7. Has called pigs.
_____ 8. Has made candles.
_____ 9. Has won a prize at a state or county fair.
_____ 10. Plays the banjo, guitar, or dulcimer.
_____ 11. Has climbed a mountain.
_____ 12. Has fished with a cane pole.
_____ 13. Has slept under a tin roof on a rainy night.
_____ 14. Has drunk from a dipper at a well, cistern, or rainbarrel.
_____ 15. Has been back packing.
_____ 16. Can identify five or more trees on sight by leaves or by their wood.
_____ 17. Has taken part in a greased pig or greased watermelon contest.
_____ 18. Knows three folk cures.
_____ 19. Uses an aloe plant for burns.
_____ 20. Knows 3 folk weather signs.
_____ 21. Has taken a survival course.
_____ 22. Has made a reed or wood whistle.
_____ 23. Can identify three edible plants by sight.
_____ 24. Has slept "under the stars."
_____ 25. Does bird calls.
_____ 26. Has blazed a trail

Pop Culture Scavenger Hunt

Find and write the name of someone who:

_____ 1. Has taken part in a comparative product tasting test.
_____ 2. Has played rugby or "ultimate" (frisbee).
_____ 3. Knows four songs in the top 20.
_____ 4. Belongs to a star's fan club (officially).
_____ 5. Has seen three or more movies in the past three months at theaters.
_____ 6. Has attended a "rock" concert.
_____ 7. Can "sing" four TV commercials.
_____ 8. Can name the main characters on three TV soap operas.
_____ 9. Has collected baseball trading cards.
_____ 10. Has been "dunked" in a carnival-type dunking pool.
_____ 11. Has attended a World Series or Super Bowl Game.
_____ 12. Can name five Oscar-winning movies.
_____ 13. Has participated in a beauty contest.
_____ 14. Can name three clothing designers.
_____ 15. Has won something from a radio station.
_____ 16. Can name two of the most highly rated TV shows.
_____ 17. Can name 10 movies in which any one actor or actress starred.
_____ 18. Subscribes to and looks at three or more popular magazines.
_____ 19. Knows the meaning of *avant garde*.
_____ 20. Has won a free game playing pinball.
_____ 21. Knows three world records.
_____ 22. Has taken part in a "mail-in" type contest.
_____ 23. Has more than five shirts with "messages" printed on them.

Current Events Scavenger Hunt

Find someone who has done each of these things:

_____ 1. Has heard a radio news program today.
_____ 2. Knows the headline from a newspaper published in the last 24 hours.
_____ 3. Regularly watches a TV newscast.
_____ 4. Knows the name of leaders of five nations.
_____ 5. Can describe the international story in the news recently.
_____ 6. Can identify where (what city or county) the President is in today.
_____ 7. Can name five *top* news stories in the last six months.
_____ 8. Knows the names of four government officials.
_____ 9. Knows the names of the national news program reporters or anchormen or women.
_____ 10. Knows five current members of the President's Cabinet.
_____ 11. Saves newspaper clippings.
_____ 12. Has used the classified ads in the last week.
_____ 13. Has read either the sports section or the amusement section of the paper in the last 24 hours.
_____ 14. Can name three news magazines.
_____ 15. Lives in a house where someone subscribes to an out-of-state newspaper.
_____ 16. Can name three well-known out-of-state newspapers.
_____ 17. Can name 10 individuals currently in the news.
_____ 18. Can identify a wire service by name.
_____ 19. Has gone to see the place where a news event took place.
_____ 20. Has read the "Top Songs" or "Best Sellers" list in a newspaper in the past six weeks.
_____ 21. Has recently read a newspaper review of a book, play, movie, or restaurant.
_____ 22. Has used the newspaper or a newscast to save time or money.
_____ 23. Can name four comic strips.
_____ 24. Can describe a good political cartoon.
_____ 25. Can give three reasons for watching the news on TV.

The people scavenger technique can be diversified in many ways. Three ample variations are described here below. Each one involves the students' use of one another as sources of information. The chronology sequence scavenger should help students with rational dating and time sequencing concepts. The geography scavenger is really four scavengers in one. All should help with locational and space concepts and visual memory of maps. The identification scavenge may help establish the names of historical or current people of accomplishment in students' conceptual framework.

BEST COPY AVAILABLE

Chronology Sequence Scavenger

Each individual is given a list of 10 individuals or events. Without using printed resources they must put this list in sequence according to the time in which the individuals lived or events occurred. They may consult others in the class for help.

As a variation students can be put into teams with the team objective being to get all individuals lists in correct order before the other team. Below are some samples of such lists.

10 from American History
Captain John Smith
Henry Clay
Mark Twain
Samuel Gompers
Patrick Henry
Theodore Roosevelt
Frederick Douglass
Abigail Adams
Martin Luther King, Jr.
Cesar Chavez

10 Events
Invention and Industry
Movable Type Printing Press
Automobile
Wireless Radio
Industrial Revolution
Steamboat
Electric Lightbulb
Airplane
Cotton Gin
Barbed Wire
Television

Pioneer Spirit
Helen Keller
Susan B. Anthony
Buffalo Bill Cody
Louis Pasteur
Charles Dickens
Florence Nightingale
Albert Einstein
Leonardo Da Vinci
Kit Carson

Renaissance and Reformation European
Michelangelo
Erasmus
Martin Luther
Johann Guttenberg
John Milton
Joan of Arc
Elizabeth I
Christopher Columbus
John Knox
William Shakespeare

Oldies but Goodies
Genghis Khan
Julius Caesar
Aesop
Archimedes
Socrates
Marcus Aurelius
Eleanor of Aquitaine
Cleopatra
William the Conqueror
Hannibal

Geography Scavenger

Each individual is given a list of places. These may be cities, historical sites, or scenic attractions such as waterfalls, mountains, straits, bays, passes, canyons, or caves. They may even be human-constructed places, such as famous buildings, bridges, or dams.

The individual is given directions to do one of the following things with the lists:
(a) Rank the list in order of distance (near to far).
(b) Categorize the list in some way (e.g., distinguish cities, states, and countries; or separately label).
(c) Correctly identify the continent (or county or even state) where each listed place is located.
(d) List two things that one would expect to see at each place.
No printed resources may be used. Students can, however, consult one another and freely move about the room.

Self-Identification Scavenger

Each person is given the identity of a famous person or an event. Students are also given a list of the names of the class members. The individual must show who or what he or she is by mannerism, expression, etc.

At the same time, each individual has the job of seeing how many other identities he or she can identify.

BEST COPY AVAILABLE

96 **Use a key word to help students develop better note-taking skills with audio visual aids.**

Level: Junior and Senior High School

Here's a Key

CURT RUTLEDGE, B. J. Ward Middle School, Bolingbrook, Illinois

"Good morning, class. Today we are going to see a film about India. Please take out a sheet of paper and take notes."

The lights are turned off, the projector is turned on, and most of the students "watch" the film.

Whether the film is on genetics, Mark Twain, the Civil War, or the metric system, many teachers from the intermediate grades up seem to proceed in a way which puts many students in the dark even before the lights are turned off.

After the film, the teacher is upset to see numerous blank pieces of paper on students' desks. In such a situation, the teacher is quick to assume such things as, "Students are just lazy," "They don't know how to take notes, but it's not my job to teach them," or "That's the last time I will try to get them to take notes."

As teachers, we often become so immersed in subject content that we assume students already have the skill to work with the content. At the junior and senior high levels it is often necessary to help students develop skills which will enable them to succeed.

Note-taking is one such skill. When using a book, outlining is the primary method, but when audio-visual resources are involved, the note-taking process is often not clear to students.

The students who have a blank paper after a film or filmstrip usually have stock answers: "I couldn't see to write," (generally not true, but the teacher must consider lighting, especially for visually-impaired students), "I didn't know what to write," or "The film went too fast." (The last two statements are often valid.)

Many students do not know what the teacher wants them to take notes about. If you remember the introduction, the teacher told the students to take out a sheet of paper, but failed to mention *what they should notice* in the film. As a result, some students write nothing.

A few students will try to write down everything that is being said. Thus, they are so busy writing that they never actually watch the film. Others become frustrated after writing down several sentences, so they stop.

No matter how good we think we are as teachers, most of us have erred in these methods more than once.

Recently I had my seventh grade geography classes use a method which surprised me with unusual success. The idea may not be original and it may appear in numerous methods texts, but I fail to recall having read about it in the past.

The note-taking method I found helpful for my seventh graders might be termed the "key word" approach to taking notes.

I began by briefly describing the film my first period was about to watch. The 25-minute film happened to deal with India. I asked them to write down words or short phrases dealing with things they saw in the film. I set a goal for them of at least ten key words. Much to my surprise, few students stopped at ten. Each period seemed to excel over the previous class as I told them what the top number of words was from the earlier classes. Students who normally did not take notes had lists of 50 to 75 words. (It should be noted that the film used had limited narration, so that students had to watch the film.)

Writing only key words seems to overcome many of the problems of conventional note-taking. Nearly all students can jot down words for items they see, but too often long phrases or sentences cause them to lose track of what they are doing.

Now let's assume that the film is over and students have their lists of key words. They now have time to organize their words into groups or topics, such as the following:

Words Describing the People	**Animals**	**Transportation**
sari	monkeys	railroad
turban	tigers	boats
language	goats	ox cart
light clothing	cows	jeep
brownish skin	elephants	elephant
dancing	vultures	bicycle
barefoot	oxen	walking
hand labor		

This step might be done as a group activity, with the topics placed on the blackboard. It might also be done in small groups or individually. Students could also be encouraged to write adjectives for the words they can describe in further detail. The idea here is that one key word may trigger several additional words, descriptions, or thoughts. In the end, students should have a good idea of what the film was about.

Additional variations of the key word idea can be used by choosing a picture in your textbook and then having the students develop a list of words to describe what they see in the picture. After grouping their words, they could proceed to develop a paragraph or a longer descriptive composition.

Unfortunately the "key word" approach is not a key for all students and teachers. As with most teaching methods, it requires planning, direction, instruction, enthusiasm, motivation, and other factors necessary for all teaching methods. The "key word" approach is basic and can be applied to almost any subject area.

The Disabled Society

ROBERT A. DISIBIO, FRED R. SAVITZ AND LYNNE GALATI, St. Joseph's University, Philadelphia

It is only imperfection that complains of what is imperfect. The more perfect we are, the more gentle and quiet we become towards the defects of others *Joseph Addison*

Since the advent of the mainstreaming laws, P.L. 94-142, more and more disabled youngsters are finding their way into the regular classroom. The following activities are presented to help the "normal" youngster to understand and accept the person who is different from him or her.

The Visually Disabled

1. The teacher may describe an illustration or read a passage from a book about a person, place, or thing.
2. Youngsters draw what they think this person, place, or thing looks like. This should be done twice: in a simulated partially-sighted state and then in a normally-sighted state.
3. To simulate partial sight, the youngsters can fold clear plastic sandwich bags over their eyes and tie them on like blindfolds.
4. The two drawings can be compared and the youngsters can discuss the problems they encountered while in the partially-sighted state.

- Did they have trouble finding crayons?
- Were they able to draw the way they wanted to?
- Could they judge lengths and distances on their papers?

Comment: It should be understood that through this activity the blind must rely on "pictures" they get from others in order to "see" their surroundings.

The Aurally Disabled

Activity A

1. Youngsters can place their hands on a record player, radio, or amplifier. They do this while wearing earplugs or with the volume turned down to its lowest level.
2. The youngsters can try to hum or keep beat to the music, based upon the vibrations they feel through their hands.
3. Tape recordings of their hummings or beats can be made and played back later, along with the original music with the volume turned up. A comparison can be made.

Activity B

1. The teacher presents a list of unfamiliar, difficult to pronounce words to the youngsters.
2. Without anyone telling them how to pronounce the words, various youngsters can try to pronounce them.
3. Afterwards, the teacher can pronounce the word(s) and the class can repeat the word(s) correctly.
4. The youngsters come to realize that because the totally deaf do not hear sounds or words, they may not pronounce words the same way as the hearing do.

Comment: In Activity B, the youngsters, in a sense, were like the deaf, in that they had never heard any of the words before.

Classroom Teacher's "Idea" Notebook

SUPPLEMENT NUMBER 33
APRIL, 1983
ALFRED J. CAMPANELLA, EDITOR

98 Scrambled Outlines—*Bill Gruen*, page 277
99 Following Footsteps—*Abigail S. Chill*, page 279

About the Classroom Teacher's "IDEA" Notebook

This supplement, which appears periodically in *Social Education*, has been designed to meet some of your needs in the classroom. The material presented is as practical, concrete, and specific as possible; and the focus is on the student. The purposes of this supplement include the following:

1. To report what individual teachers are doing in their instructional practices;
2. To present methods, techniques, and strategies employed by teachers;
3. To publish facsimile copies of classroom materials developed by teachers for specific lessons;
4. To provide a vehicle for teachers to publish original instructional materials they have prepared and to explain or describe successful practical techniques they have employed in their instruction;
5. To establish a service for teachers from which they may solicit information and suggestions involving practical problems in instruction that confront them;
6. To provide a place in *Social Education* where actual practices in instruction may be read, evaluated, and adapted by teachers;
7. To give professional recognition to teachers with innovative and creative ideas, and to disseminate these ideas to a wider audience;
8. To suggest potential areas for research on methodology and materials.

Many very informative and interesting examples of classroom activities and suggested lessons have been sent to the editor. They begin to reflect the vast number of options that are available to social studies teachers. Won't you send in your ideas to:

Alfred J. Campanella, Editor
"Classroom Teacher's 'Idea' Notebook"
Shore Regional High School District
Monmouth Park Highway
West Long Branch, New Jersey 07764

98 **Use scrambled outlines to teach historical analysis and conceptual skills**

Level: Intermediate and Junior High School

Outline Puzzles

BILL GRUEN, Chairperson, Social Studies Department, Edmund Burke School, Washington, DC

In the teacher's unending search for ways to avoid the deadly class routine of question-and-answer, note-taking, or outlining, I've developed a new way to teach historical analysis, organizational and conceptual skills, teamwork and peer cooperation. And I do it without asking a question or putting a pen in a student's hand. I use an "outline puzzle."

The preparation time takes a little more than a Q & A lesson plan. As an alternative, it has some real motivational and skill developing possibilities. Start with a homework reading assignment that is straightforward in its thematic organization.

The one I have selected for illustration is on why Europe entered an age of exploration by the 15th Century. On a ditto master or similar duplicating medium, create a triple-spaced outline of the reading passage.

To help the students, depending on ability level or difficulty of material, you might capitalize, indent, or use similar phrasing in related subtopics. For example, on my "Age of Discovery" outline, I used the phrase "encouraged overseas discovery" to conclude each of the six "Roman numeral" main topics.

You might include repetitive phrasing in subtopics. In the third and fourth lines of my outline, the phrase "Many Europeans in about 1100 thought . . ." begins each outline fragment.

Chronological dating of subtopics is another clue that can be incorporated into history outlines. Keep the outline simple and uniform in structure if possible, for example: the Roman numeral I, subtopic A, subsubtopic 1, etc.

To prepare students for this exercise, have them read for homework, the night before, the same passage you are outlining. Ask them to conceptualize the same number of major topics that you will be using for "Roman numerals" in your outline. You might even have them outline a part of the reading.

Before class, duplicate one copy of the outline for each three to five students. I find this exercise works best for small groups of mixed ability, as they learn

(Text continues on page 279)

CHANGES IN EUROPEAN SOCIETY SINCE 1100 A.D. WHICH BROUGHT ABOUT THE AGE OF DISCOVERY

The European attitude of fear of travel and exploration had to be overcome to encourage overseas discovery.

Fear was primarily caused by ignorance of world geography in 1100 A.D.

Many Europeans in about 1100 thought that the Garden of Eden and the entrance to Hell were in some definite location on the map

Many Europeans in about 1100 thought that the deep ocean beyond the land contained serpents and dragons which crunched and swallowed ships

Fear was also a result of the dangers European travellers faced in 1100

Robbers as well as murderers awaited travelers

At sea, pirates, storms, fog, and rocks threatened travelers

The economy of Europe underwent major changes which encouraged overseas discovery.

After 1100, Europe changed from a barter economy to a market economy

A barter economy is an economic system based on the "swapping" of goods for goods, making long distance trade impractical and unnecessary

A market economy is an economic system in which people work for wages, and goods are paid for with money or loans or complicated exchanges requiring the use of banks

Merchants helped create the market economy were among those leading Europe to sponsor expeditions of discovery

Merchants who used money and banks and soon began to meet at great trade fairs which eventually grew into cities

Merchants from these new trading cities soon attracted enough wealth to sponsor expeditions of discovery by the 15th Century

The Crusades, which were expeditions by Europeans to win back the Holy Land, encouraged overseas discovery.

The Crusades, which started around 1100, opened up new worlds to the Europeans through the Holy Land

The Holy Land contained the ideas and culture of the Arabs and Asians

The Holy Land contained new products such as spices, silks, jewels

The new worlds of the Crusades, after 1100 helped start the search for new overseas trade routes

During and after the Crusades, the discovery of luxury trade items started many Italian cities in active trading with the Arabs and Asians on land routes

After the Crusades, when trade with the Asians was disrupted, Europeans had to look for new routes overseas, since the land routes were unsafe

A change in the political system of Europe encouraged overseas discovery.

Before 1100, England, France, Spain, and Portugal had a system of feudal lords with no strong monarchies

Feudal lords were not powerful

Feudal lords had no interest in overseas discovery

After 1100, strong monarchies began to emerge

Only monarchs could provide enough money, ships, and weapons for exploration

Only monarchs had the ambition to rule the world and claim land through exploration

A technology for exploration had to be developed to encourage overseas discovery.

Many centuries before exploring the Atlantic Ocean, sailors had poor open sea technology

Without navigational aids, ships stayed close to land and in shallow seas on short voyages

In the generally calm Mediterranean, Europeans could row long, slender galleys, but these were only useful on short voyages

After 1100, new sailing ships and navigational aids made long ocean voyages safer and more practical

Lateen-rigged sailing ships enabled vessels to go into the wind as well as with it on long ocean voyages

The astrolabe and compass helped sailors fix their position on maps while on long ocean voyages

A systematic method for exploration had to be developed to encourage overseas discovery.

Prince Henry, by founding an academy at Sagres, Portugal in 1418, revived the systematic methods of exploration and discovery that Europe had apparently forgotten since the voyages of Leif Ericson

An academy is a group of people who combine their skills

Prince Henry's academy encouraged Portuguese navigators to "go further south" along the coast of Africa towards India to discover a practical water route to Asia for trade

Following the death of Prince Henry, Portuguese explorers and others advanced his discoveries by continuing his plans and trying new ones

Bartholomeu Dias discovered the Cape of Good Hope at the southern tip of Africa in 1488 and nine years later Vasco da Gama sailed around that Cape and made it to India

Instead of following Prince Henry's explorers, Christopher Columbus tried a bold new way to reach India by sailing west instead of south. He discovered America, becoming a great hero of the AGE OF DISCOVERY!

OUTLINE PUZZLES (from page 277)

from each other while competing against other groups.

Next, take your outlines to a paper cutter and carefully cut the subtopics into parallel strips, one subtopic to a strip. Then separate and collate these strips, one pile for each group of students. Clip or staple the "chopped" outlines into a manageable, yet well-scrambled stack. You may run off additional copies of the outline to hand out at the end of the exercise for student notes. A short-cut to avoid the paper cutter next time: carefully recycle the puzzles after each lesson.

In class, the exercise becomes a learning game. Each group is given a scrambled pile of main and subtopics to sort out. Student groups may work on big tables or, as I prefer, on the floor—get 'em out of their seats! They really stick to it, but if momentum lags or frustration sets in, give hints about the outline's structure, numbers of subtopics under each major topic, etc.

Make it a point to deny them use of their books; instead challenge them to think in terms of chronology, cause and effect, primary and secondary importance, and thematic and logical relationships. The desire to succeed, together with favorable group dynamics, can turn many of the students into enthusiastic peer teachers. Most importantly, the "outline puzzle" turns every student into an active learner.

The outline puzzle, "Changes in European Society," which appears on the page opposite, contains 42 statements. It should be outlined in the following order: I, A, 1, 2, B, 1, 2, II, A, 1, 2, B, 1, 2 and so on through VI. □

---

99 **Teaching history, geography and map skills through a programmed activity game**

Level: Junior and Senior High School

Following Footsteps

ABIGAIL S. CHILL, Chairperson, Department of Social Studies
Walworth Barbor, American International School, Israel

How to familiarize students with a geographical area and strengthen their map reading skills? One way to accomplish these objectives is to place the geographic area in the context of an historical narrative communicated through participation in a game activity.

I designed this learning program to acquaint new students at our international school with the history and geography of our host country. It was part of an overall high school orientation program to Israel.

This game could, however, be easily adapted to different grade levels and function as an introductory, enrichment, or culminating activity.

What You Need:

1. A modern map of the area being studied such as a road map, city map, or political map.
2. A blank outline map of the region. This map functions as a worksheet to be filled in by students.
3. A set of consecutively numbered index cards on which are printed segments of a narrative. Fictionalized biographies, travel logs, diaries, and interviews are a few examples of formats in which the narrative may be written.

The passage printed on each card should contain geographical place names printed in capital letters or blank spaces to be filled in by students and located on their outline maps. Students are aided by directional cues in the text or by information previously learned.

As students read, discover, and locate sites referred to on each consecutive card, a portrait of the historical period unfolds in its geographical context. Each textual segment is a self-teaching program, containing the correct answer to the missing blank on the previous card.

Sample Materials:

The game designed for use at out school consisted of three fictionalized historical biographies, each of which reflected a separate period in Israeli history and different ethnic groups. It also entailed mapping a distinct area of the country. Below follow annotated examples of the opening textual passages in several of the biographies.

Biography I *The Christian Pilgrim* (1900–1918)

Card 1

I arrived in 1900, having bought passage on a ship out of Constantinople. The port was a squalid city teeming with beggars, flies and Ottoman officials who barked orders in Turkish. Only a slight notch in a smooth coastline welcomed me as it had kings and pilgrims.	Economic and political cue Geographical descriptive cue
( )	Name of "welcoming port city? Blank to be identified and located on outline map

Card 2

In JAFFA I arranged transport consisting of two horses and an Arab guide. We traveled southeast away from the coast towards the **Judean Hills.** My destination was the birthplace of our Lord.	Answer to card 1 supplied Directional cue Geographical feature to be located Descriptive cue
( )	Name of destination? Blank to be identified and located

BEST COPY AVAILABLE

Card 3

BETHLEHEM seemed poor on first sight though the rolling hills and shepherd boys seemed to jump from the pages of scripture. We detoured to ascend a mountain fortress of King Herod, south of Bethlehem.	Answer to card 2 supplied Directional cue
( )	Name of mountain fortress? Blank to be identified and located

Biography II *The Israeli Arab* (1945–1967)

Card 1

I have lived in an Arab city north of **Ramle** all my life.	Directional cue and place name
( )	Name of city? Blank to be identified and located

Card 2

There is no record of when my family settled in LOD but it has been our home for generations. Great-grandfather grazed his flocks on the Lod-Petah Tikva road until the Jews began to settle there. The deed they showed him proved their ownership but he never quite understood why the lands his family had grazed for generations were no longer his.	Answer to card 1 supplied Social history cue

Card 3

During Ramadan, the month of fasting, we journeyed to the old city of ( ) to pray at ( ) mosque on the southern side of the Temple Mount.	Cultural cue Name of city? Name of mosque? Directional cue

Biography III *The Sabra* (1948–1978)*

Card 1

I am Marcel Cohen and live in one of the largest development towns in the **Negev Desert.**	Region to be located
( )	Name of town? Blank to be identified and located

Card 2

How I came to KIRYAT GAT, however, is a long story. My family immigrated, before I was born, from Egypt immediately after the Independence War in 1948. Times had been hard for Jews in Egypt since the decision was taken in 1947 to create a separate Jewish state. My family left with some of their belongings and came to Israel via France. They arrived at the largest port city ( ). They were amazed by the beauty of the green ( ) mountains in the distance.	Answer to card 1 supplied Social/political cue Geographical cue Name of city? Name of mountains?

Card 3

From HAIFA at the foot of the CARMEL range they were taken to an immigrant camp on the shores of the Mediterranean. Soon they moved to a transient camp near the city of ( ) between Ramat Hasharon and Kfar Shemaryahu. Here they lived in asbestos huts.	Answers to card 2 Name of city? Blank to be identified Directional cue

*Adapted from a text by Esther Barnea

How to Play:

The class is divided into small groups of four to six students. They are supplied with the materials outlined above. Each group may work on the same narrative or different ones. Each student is responsible for preparing an outline map which reflects the adventures of the characters described. In our orientation program, the student group which completed the largest number of narratives accurately in the alloted time was declared the winner.

Suggestions for Application and Integration:

A programmed game could be used in the following ways:

1. *An introductory lesson on a geographical region:* In this context, emphasis would be on identifying and locating geographical formations, cities, and climactic conditions; the historical account would be secondary. Follow-up would involve students in formulating hypotheses regarding the impact of geography on cultural patterns.
2. *A vehicle for presenting an historical narrative of events:* Military history, immigration patterns, and exploration routes are a few examples of historical events which can initially be presented to students through an activity of this sort.
3. *An instrument for self-testing or review:* A follow-up on the activity could include student analysis of their own strengths and weaknesses.
4. *An instrument for drilling map reading techniques.*
5. *A vehicle for focusing on historical personalities:* Students become acquainted with historical figures' biographies through this activity. A discussion of the personalities' contributions, strengths, and weaknesses could follow.
6. *A writing lesson:* Students may design an original program of their own, drawn from topics studied in social studies or literature classes. Students can test their own understanding and the accuracy of their classmates, by playing each other's games.
7. *An instrument for preparing, reviewing, or processing field trip experiences:* Students might prepare for a field trip by familiarizing themselves with the route, sites, and history of the area to be studied through a programmed narrative. Similarly, the content of a trip already taken may be reviewed and analyzed through the same medium. □

BEST COPY AVAILABLE